

TITLE NEWSLETTER

Volume 7, Edition 3, March 2008

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STICKNEY ELEMENTARY RECEIVES NATIONAL RECOGNITION AS A DISTINGUISHED TITLE I SCHOOL

The National Association of State Title I Directors (NASTID) announced its annual Distinguished Title I School Recognition Program winners at its 2008 conference, "Changing Performance," January 31 – February 3, 2008 in Nashville, TN. These highlighted schools have demonstrated significant sustained academic improvement in spite of having a 35 percent or higher poverty rate. Their profiles are shared in an online publication on the NASTID website: "Changing Performance, 2008 National Title I Conference Distinguished Schools." www.titlei.org

The 71 awarded schools (from year 2007) representing 36 states and the District of Columbia received their certificates January 31, 2008, at the National Title I Conference. These academically outstanding schools were selected in one of two categories: 1- Exceptional student performance for two or more consecutive years or, 2- Closing the achievement gap between student groups. Four teachers from Stickney attended the event.

Stickney Elementary school was selected in the first category. Ninety-eight percent of its students were proficient or advanced in math in 2007, and 95 percent in 2006. Ninety-four percent of its students were proficient or advance in reading in 2007, and 95 percent in 2006.

Stickney Elementary implemented a schoolwide program in 1998 after completing a year of planning and program development. Now all the elementary students are considered Title I students. Their schoolwide program consists of providing extra staff and a summer school program which focuses on reading and math.



Title V, Part A (Innovative Education Programs)

No new appropriation or allocation for the 2008-09 school year

At the federal level, there was no money appropriated for the Title V, Part A program for the 2008-09 school year. This means that there will be no new Title V, Part A allocation for South Dakota school districts.

Even though there is no new allocation for this program, the program still exists and all rules and regulations regarding this program are still applicable.

There are a couple of issues regarding the Title V, Part A program that we will attempt to clarify:

Carry-over: If your school district has carry-over funds in REAP or the Title V, Part A program, those funds must be budgeted and spent during the 2008-09 school year.

Transferability option: Subject to the limitations in section 6123(b) of the ESEA, as amended by NCLB, a district may, if it so chooses, transfer up to 50 percent of its 2008-09 funds that it receives by formula under the following programs to Title V, Part A:

- Title II, Part A (Improving Teacher Quality State grants)
- Title II, Part D (Educational Technology State grants)
- Title IV (Safe and Drug Free Schools and Communities grants)

A district may also transfer applicable funds to its Title I, Part A program. A district may not transfer any funds from Title I, Part A.

Districts that have been identified for improvement may only transfer up to 30 percent of the applicable funds, and districts identified for corrective action are precluded from transferring any funds.

Federal Monitoring Completed June 2007

USED conducted monitoring for SD Title I Part A, Title I Part D, and McKinney-Vento Homeless programs in June 2007. The federal letter and the SD response to the findings can be found on the department's website at:
<http://doe.sd.gov/oess/title/1Abasic/index.asp>

Updated Census Data for Allocating School Year 2008-09 Funds to School Districts

The US Census Bureau recently released 2005 Census Data. This data is a factor in calculating allocations for several formula grant programs. The Census Bureau has changed the data survey they use as a basis for estimating school district data this year. This has produced some significant changes in child poverty counts for some districts compared to prior year's estimates. As a result, a district's allocations could change considerably compared to the prior year's allocations.

A description of these changes plus the district's census data may be found on the US Census Bureau's website:

<http://www.census.gov/hhes/www/saipe/>

2008-2009 Consolidated Application

Plans are being made for the 2008-09 Consolidated Application. When the 2007-08 cycle was completed March 1st, DOE staff began the process of rolling over the current application within the egrant system. One of this year's features is that the goals and objectives section of the application also rolled over, making it easier for districts to revise rather than having to develop anew. Minor updates are being made to questions and the italicized blue text that indicates the content expected in the response. The department expects to release the 2008-09 grants to the districts early in April.

Trainings for the consolidated application will take on a new look this year. They will go "live" on the Internet via web conferencing technology. The State of South Dakota is in the process of taking the necessary steps to implement and conduct web conferencing meetings with customers far and wide via the computer/Internet. The Department of Education will be one of first in state government to take advantage of this new technology. As an office we are very excited to utilize this new technology and in the near future, we will be sending more information as to what is needed on your end as a participant. Stay tuned!

Consolidated process

The consolidated process from the state perspective includes both applications and monitoring. We would like to get to the point where the application process runs from April 1st through the end of September. This would allow DOE to conduct its monitoring activities from October 1st through the end of March. We appreciate the assistance of districts in helping us move to this 12 month cycle.

Implementing the Rtl Model

Rtl (Response to Intervention) is one of the current buzzwords in education surrounding instructional strategies and tiered interventions for students experiencing difficulty in achievement. This was a topic for one of the sessions at the National Title I Conference held in Nashville in early February 2008. The presentation was provided jointly by Title I and Special Education staff from USED. Information from that presentation and related sources is provided in this article to assist districts and schools as this approach is considered and implemented.

Multiple funding sources can be used to support Rtl including General, Special Education, and NCLB Title programs. However, a word of caution is extended as the use of federal funds must be carefully considered in order to ensure proper use of funds. This article will focus first on NCLB Title I Part A funds and then on Special Education funds.

NCLB Title I Part A

Concerns expressed by ED staff are primarily fiscal in nature. Title I funds must supplement, not supplant, local and state funds. Schools and students must receive the resources available to them from state and local funds. Title I funds and services are then additional to what is provided for all schools and students. Comparability must be maintained across schools within the district with Title I schools receiving state and local funds afforded to them.

Title I Part A services may be considered one of the intervention strategies within the Rtl model. There are two kinds of Title I Part A programs: Schoolwide and Targeted Assistance. Both programs can support the Rtl model, but there are slight differences in the way each might contribute. A district can demonstrate the supplemental nature of the schoolwide program by documenting that the funds the school receives are additional to state and local funds and do not substitute for such.

Schoolwide – In schools operating a schoolwide program, the entire school operates as a Title I program and bases the operations of the school on its schoolwide plan. All students are considered Title I students and all teachers are considered Title I teachers. Rtl would have to be part of the school's schoolwide plan. The school would not be required to specifically identify a student as Title I. Students must be taught to the same challenging content standards required for all children. Aides must work under the direct supervision of a highly qualified teacher.

Targeted Assistance – In a school operating a targeted assistance Title I Part A program, Title I funds may only be used to provide assistance to well-identified Title I students. Staff paid with Title I funds can work only with these Title I students. Aides paid with Title I funds must work under the direct supervision of a highly qualified Title I teacher. Title I services could be considered as one of the interventions in the Rtl model. Students would have to be identified as a Title I student and all program requirements met. Students must be taught to the same challenging content standards required for all children.

Title I funds in a targeted program could not be used to provide the core instructional program of the Rtl model. All services for Tier I would be the responsibility of the classroom instructor or other staff provided with general or other funds. Title I cannot pay for universal screening or for progress monitoring that is part of Tier I. Once a student is identified for Title I, Title I teachers may conduct additional progress monitoring relative to the Title I services being provided.

Title I funds must be used to provide support for students most at risk of failing to meet the state's content standards. Criteria must be determined for both identification and dismissal of Title I students. Designing Tier II to coincide with the Title I requirement for serving the most at risk students aligns Title I and Rtl and reduces the likelihood of supplanting and other inappropriate use of funds.

Special Education

Districts may spend up to 15% of their IDEA Part B funds for implementing early intervening services (EIS) in their elementary and secondary schools. EIS is closely associated with Rtl. Children with disabilities who are currently identified as needing special education and related services may not receive Rtl services that are funded with IDEA funds used for EIS pursuant to 34 CFR §300.226. This is because EIS is "... for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment."

Preschool Children (3-5 year olds) - Early intervening services don't apply to 3-5 year olds. Statutory language states

that early intervening services are for children in kindergarten through grade 12, with a particular emphasis on children in kindergarten through grade 3. Thus, LEAs may not use Part B funds to provide EIS to non-disabled preschool children.

How might EIS funds be used to support a process determining whether a child has a specific learning disability and to address the needs of students who need additional academic and behavioral support to succeed in a general education environment? For example, an RTI model with a three-tier continuum of school-wide support might include the following tiers and levels of support: (1) **Tier one** (Primary Intervention), for all students using high quality scientific research-based instruction in their general education setting. It **would** not be appropriate to use **EIS** funds for these activities since these students do not need additional academic and behavioral support to succeed in a general education environment. (2) **Tier two** (Secondary Intervention), for specialized small group instruction of students determined to be at risk for academic and behavioral problems. It **would be appropriate** to use EIS funds to support these activities. (3) **Tier three** (Tertiary Intervention) for specialized individualized instructional/behavioral support for students with intensive needs. EIS funds **could not be used** if these students were **currently receiving special education or related services**.

EIS Reporting Requirements - Each LEA that develops and maintains coordinated, early intervening services must annually report to the State educational agency (SEA) on: (1) The number of children served who received early intervening services; and (2) The number of children served who received early intervening services and subsequently receive special education and related services under Part B of the Act during the preceding two year period. Special Education Programs will begin collecting the information this spring for any districts using IDEA Part B funds for EIS.

Coordination with NCLB - Funds made available to carry out 34 CFR 300.226 may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under the ESEA if those funds are used to **supplement**, and **not supplant**, funds made available under the ESEA for the activities and services assisted under 34 CFR 300.226.

General Considerations

Both NCLB Title I Part A and IDEA Early Intervening Services must adhere to the requirement to supplement, not supplant. One difference to note is that EIS must not only supplement state and local funds, but other federal funds as well. Districts should consider its use of other federal funds for RtI when proposing to use funds for EIS.

It is advisable for districts to contact DOE staff when considering implementing the RtI model to ensure that federal funds are used appropriately. Since RTI implementation can vary from district to district, each situation will need to be considered on a case by case basis. Questions gathered from inquiries will be formatted into a Q & A document that will be made available to districts once enough questions have been gathered to do so. Email **Diane Lowery** for questions about Title I dianellowery@state.sd.us and **Ann Larsen** for questions about IDEA ann.larsen@state.sd.us

Great parent involvement begins at home

Classroom volunteers are great, but what if parents can't help during the school day? Remember that parent support means much more than just volunteering at school. Your goal should be to get them to realize the impact they have on their children's education. Research has shown conclusively that parent involvement at home is key to improving student achievement.

Think about it—even after children are of school age, they spend a staggering 70% of their waking hours (including weekends and vacations) outside the school setting, away from teachers and principals.

Of course you want parents to volunteer in the classroom and on school committees, but experts say that ongoing parent involvement at home is crucial.

So to make your parent involvement program the best that it can be, be sure to give parents specific suggestions for ways they can work with their children at home.

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Highly Qualified Teachers

Several issues have come to our attention concerning the requirement for highly qualified teachers. All instructional staff must be entered into the Personal Record Form (PRF). This includes Title I teachers, Title I paras providing instructional support, any tutors paid with federal funds providing instruction or support, and class size reduction teachers. Accurate assignment codes should be used to clearly identify the classes being taught. There have been instances where a school receives Title I funds for targeted assistance services and yet no Title I teacher is listed in the PRF. We've also noted times when class size reduction teachers were listed as classroom teachers when they actually provide support for reading across the grades in the school. These teachers should be listed as elementary reading teachers rather than a classroom code.

Title I staff have begun reviewing the HQT plans submitted by districts through the PRF this year. We discovered some teachers in Title I programs who are not HQT for their assignments. According to the statute, all core content teachers in a Title I program must be highly qualified prior to hire. This has been a requirement since the beginning of NCLB. And holds true for both Title I teachers in targeted assistance programs and all core content teachers in a schoolwide school. Additional guidance will be forthcoming regarding steps districts can take if they are confronted with a dilemma in which no highly qualified teacher can be found.

Questions have been posed to the department regarding the qualifications of Title I

teachers. These teachers must be highly qualified for each subject and grade they are teaching. For example, a Title I teacher providing reading and math services to students in both an elementary and a middle school would need to be a highly qualified elementary teacher, middle school reading, and middle school math teacher. The multiple subject Praxis that is available for special education teachers does not add endorsements to the certificate and does not qualify a teacher to provide middle school Title I services in any subject. Title I teachers must meet the same qualifications as regular classroom teachers for a given subject and grade.

If you have questions about hiring teachers in a Title I program, please email Diane Lowery at diane.lowery@state.sd.us.



Accountability Workbook and AYP

Plans are underway for AYP determinations for the 2007-08 school year. Amendments to the accountability workbook were submitted to Title I officials at ED for review and approval. Proposed changes include: 1)upping the ante for distinguished school and district designations to align with higher AMOs and 2)the provision for counting former students with disabilities in determining AYP for that subgroup. More detailed information will be provided to districts once the accountability workbook for 2008 has been approved by ED.

A timeline for AYP will be forthcoming as it has in past years. Districts should begin thinking about which staff will be available the end of July to review assessment information for accuracy. This careful review will expedite the process for the department and avoid the need for numerous appeals. The department anticipates release of both the assessment and accountability reports in early August. This timing will enable districts to provide patrons with both the assessment and accountability information prior to the start of school. Watch for more information to come from the department regarding this annual process.

Working with English Language Learners in South Dakota Workshop



The South Dakota Department of Education English Language Acquisition Office (Title III) is joining the World-Class Instructional Design and Assessment (WIDA) consortium. Membership in this consortium will bring a new LEP identifier test and annual proficiency test. With new English language proficiency (ELP) standards and the membership in the WIDA consortium this opens opportunities for teachers to a framework to be used for planning curriculum, instruction and assessment of English language learners.

In this workshop, participants will learn about the WIDA consortium, W-APT identifier test, ACCESS annual proficiency exam, and ELP proficiency standards.

The training is open to teachers, principals, program and district administrators. If you have questions please contact Dr. Sara Waring, Title III Director at sara.waring@state.sd.us or (605)280-7286.

Tuesday, April 22

Ramkota
Rapid City, SD

8:30 AM - 3:30 PM

Wednesday, April 23

Cedar Shore
Chamberlain, SD

8:30 AM - 3:30 PM

Thursday, April 24

Ramkota
Aberdeen, SD

8:30 AM - 3:30 PM

Friday, April 25

Ramkota
Sioux Falls, SD

8:30 AM - 3:30 PM

**No registration fee required.
Lunch will be provided.**

For registration please contact:

The South Dakota Department of Education
website located at:
<http://doe.sd.gov/PDregistration/index.asp>

Training provided by the North Central Comprehensive Center
in collaboration with the South Dakota Department of Education

Head Start Reauthorization Increases Priority for Homeless Children

Within Head Start Reauthorization of 2007, there is an increased priority for homeless children and eligibility for Head Start services. Some important information for LEA's to know includes that Head Start programs are required to establish ongoing communication with LEA staff - including the liaisons designated under the McKinney-Vento Homeless Assistance Act - to facilitate coordination of programs. Any child who is considered homeless - as defined in the McKinney-Vento Homeless Assistance Act - are eligible for Head Start services. If you know of families identified as homeless and know they have a child who is age eligible for Head Start, please contact the Head Start program in your area or refer the family to the Head Start Program.

Preliminary Allocations

Preliminary formula grant allocations will be posted on DOE's website as they become available. The Title II Part A (Improving Teacher Quality) and Title IV (Safe and Drug-Free Schools) should be available by early April. The Title I Part A and Title II Part D (Ed Tech) should follow by mid-April.

<http://doe.sd.gov/ofm/grants/allocations/index.asp>



Who is your district's Homeless Liaison?

Each year every school district is required to name a homeless liaison on their Consolidated Application for Federal funds through DOE. This liaison must be aware of the students in the district and must determine whether any student qualifies as homeless under the McKinney-Vento Act. Then, the liaison must take any actions that are necessary. This law applies to all districts whether or not the district receives McKinney-Vento funds.

Virtually every community has students that would qualify as homeless under the McKinney-Vento Education of Homeless Children and Youth Act of 2001. Homelessness is the lack of fixed, adequate, or regular housing. Families have become homeless in our state most recently due to two floods, tornados, fires, abuse, and severe economic stress.

Districts are required to partner with community agencies, shelters, and other agencies receiving federal funds such as Head Start.

Yet, some times when partners such as Head Start have contacted districts for collaboration, they are told either that there is no homeless liaison or that no homeless children exist in the district. Districts must become more aware of this law and ensure compliance. District employees should know who the homeless liaison is in their district.



Coding Title I Students

Check out the April 2008 SIMS newsletter for important information regarding coding of student information. This newsletter can be found at <http://doe.sd.gov/ofm/sims/index.asp> in the box labeled 'Newsletter' If you have questions about coding students, contact information can be found on the last page of the newsletter.

Remember to also code the meal status (free or reduced lunch) as this is a very important part of the reporting.

If the district or school is providing a Title I Summer program in the month of June, those students must be encoded as Title I students for the 07-08 school year. If the district or school is providing Title I summer school in the months of July and August, those students will need to be coded as Title I students for the 08-09 school year.

Coordination and Transition Plan

Stakeholders representing districts, Head Start, Special Education, and the Committee of Practitioners met on March 25th to discuss requirements for Coordination and Transition Plans. The group recommended reorganization and refinement of the components to the plan. A guidance document will be created along with a revised template for the plan. Summary information required within the consolidated application will align with these revisions. Districts will receive this information by mid-April. Appreciation is extended to the committee who assisted with this revision process.

National Mathematics Advisory Panel Releases Final Report

Jan Martin, Office of Curriculum, Technology and Assessment

The National Math Panel was created in April 2006 by President George W. Bush and the panel was tasked with providing recommendations to the President and Secretary Spellings on the best use of scientifically based research to advance the teaching and learning of mathematics paying particular attention to grades K-8 and ensuring that students are ready to learn algebra. After almost two years of intensive work, the Panel issued their final report on March 13, 2008. The forty-five findings and recommendations focus on numerous topics including instructional practices, materials, professional development, and assessments. The complete report and support documentation can be found at www.ed.gov/MathPanel.

So why is there a need to be concerned about the current status of elementary mathematics? From the report, the panel agreed that “the delivery system in mathematics education – the system that translates mathematical knowledge into value and ability for the next generation – is broken and must be fixed. This is not a conclusion about teachers or school administrators, or textbooks or universities or any other single element of the system. It is about how the many parts do not now work together to achieve a result worthy of this country’s values and ambitions (Final Report of the National Mathematics Advisory Panel, p. 39). Directly related to concern about the delivery system is a public belief about success in mathematics coming from inherent talent or ability in mathematics, not effort. As teachers, it is important to focus on the role of effort in learning mathematics so that children will believe that their efforts to learn will make them smarter.

Besides working with students and families on the importance of effort in learning mathematics, the report has several recommendations about curriculum that can be implemented in classrooms immediately.

- Proficiency with whole numbers, fractions, and certain aspects of geometry and measurement are the foundations for algebra. Of these, knowledge of fractions is the most important foundational skill not developed among American students.
- Conceptual understanding, computational and procedural fluency, and problem solving skills are equally important and mutually reinforce each other.
- Students should develop immediate recall of arithmetic facts to free the “working memory” for solving more complex problems. Learning facts must include conceptual understanding as part of the instructional process.
- More students should be prepared for and offered an authentic algebra course at Grade 8.
- Teachers’ mathematical knowledge is important for students’ achievement.

The Math Panel Report will be playing an important role in shaping federal policy and programs in mathematics including NCLB reauthorization and other programs. In order for the report to have impact on what we do in South Dakota, we have to be willing address the recommendations with an open mind. This might mean letting go of the practices and programs that are not working and consider changes in curriculum, instruction, and materials designed to meet the needs of all our students.

Assessment of Parental Involvement

At the end of each school year, Title I programs must evaluate parental involvement. This requirement can be met by administering a survey to Title I parents in a targeted assistance program or to all parents in a schoolwide program.

The annual evaluation (survey) should ask parents about the parent involvement policy and how effective the policy was in improving the academic quality of the schools served under the said programs. The survey should also ask parents to identify barriers to participation in activities. The findings should be used to design strategies for more effective parental involvement policies according to Public Law 107-110 section 1118.

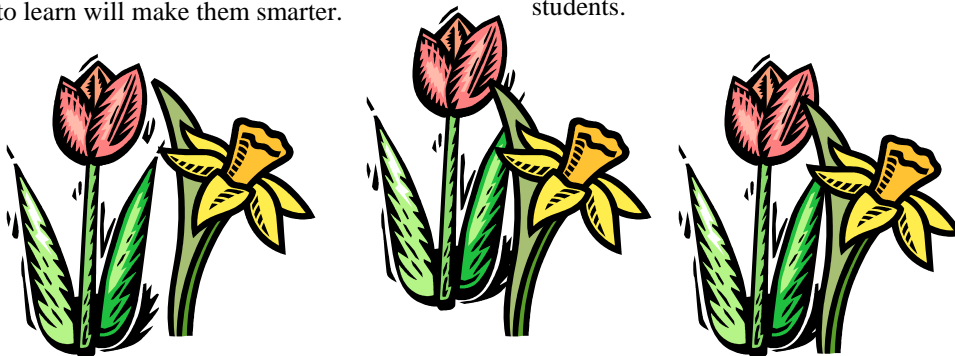
You do not have to use a survey to meet the evaluation requirement. A survey is just a common method. You may choose to have an end of the year meeting to assess the program and the Parent Involvement Policy with parents and glean your information from the meeting. Whatever method you choose to use, you must document that an assessment took place.

**National Title I
Conference
2009**

**Mark your calendars for the 2009
National Title I Conference.**

**Thursday, February 19 –
Sunday, February 22**

San Antonio, TX



Ed Pubs

Order Free U.S. Department of Education Publications

ED Pubs has recently redesigned their web site.

In an effort to serve better, the U.S. Department of Education's ED Pubs (Education Publications) web site has undergone an extensive redesign. The web site combines bold colors, strong lines and a greater amount of "white space" to give it an eye-catching, modern look. The shopping process has been improved by adopting the latest in eCommerce "shopping carts," making it easier to order publications and provide concise, accurate shipping information. The capabilities of "your account" have been extended to realize a more user-friendly environment tailored to your preferences. Please visit us at <http://www.edpubs.ed.gov> to see for yourself. If you had previously registered on the site, no need to re-register, your user name and password will work and your order history is still available!

New features include:

1. **News**—this section highlights one or two "newsworthy" items, such as information about new pub releases, announcements by Secretary Spellings, etc. The items will have relevancy to publications and the ability to quickly find all publications related to a "news" item. Check back often because the information will be updated regularly.
2. **Featured Items**—this section highlights 3-6 publications that are orderable directly from the home page. Each item displays a thumbnail image and title. By clicking the title you can view the publication's detailed information page. Featured items will be updated every 1-2 weeks.
3. **Hot Topics**—this section lists items in response to current events, key ED initiatives, and other timely information. By clicking on a hot topic the system will run a search and find all publications that relate to the topic.
4. **Find Publications By**—the links to audience, education level, language, publication type, and subject allow you to quickly find publications related to the groupings. For example, a principal could click on audience and then select "principals" to find all publications that are intended for him/her; a teacher searching for posters could click on publication type and then select "posters" from the list of terms.
5. **Students/Parents/Teachers/Administrators**—these menu items listed near the top of the page allow you to quickly find publications that are intended for you. In order to make the search results more manageable you can further refine your group by education level (e.g., elementary, middle, high, college/university, etc.) and subject (e.g., English, math, science, and social studies).
6. **Español**—this section links to publications that are written in Spanish and a Spanish version of the FAQs.
7. **Breadcrumbs**—this tool aids you in navigating the site. It is listed below the header and before the main content. You can click on any item in the breadcrumb trail and return to that page.
8. **Zoom**—this allows you to quickly view a larger publication cover image.
9. **Quantity**—the ability to add the desired number of copies from any page. The system will validate the quantity entered and let you know if the number is above the maximum that is allowed.

Over the next several months, we will continue to fine tune the site and we encourage you to check back frequently to see our progress, check out the latest news items, and browse the new arrivals.

Of course, if you have any problems or questions please feel free to call us at 1-877-4ED-PUBS (433-7827). Our professional, knowledgeable Customer Service Representatives are available to assist you Monday through Friday from 9:00am to 6:00pm EST. If you aren't able to call during this time, please feel free to leave us a voicemail or simply send an email to edpubs@edpubs.ed.gov. You can expect a response within 1 business day.

Qualifications for Title I teachers in Middle School or Junior High

Teachers providing Title I services in Middle School or Junior High must have the Middle School Reading and/or Math endorsement on their teaching certificate (unless they have the Reading Specialist which would allow them to provide Title I Reading). The Middle School: Content Knowledge test may be taken if the Special Education teacher is providing services for K-8 students. These tests will not add any additional endorsements on a certificate and will **NOT** work for teachers providing Title I services in the Middle school or junior high.

See related article on Highly Qualified staff on page 5 of this newsletter.

School Improvement Conference

Mark your calendars. The School Improvement conference has been scheduled for Wednesday, **August 6, 2008**, at the Ramkota in Sioux Falls. This is the day prior to the Joint Conference for School Boards and Superintendents.

New for March 2008: The WWC Releases JOBSTART Intervention Report

The What Works Clearinghouse (WWC), a central and trusted source of scientific evidence for what works in education, has released a new report in the area of dropout prevention. Find out how the WWC rated JOBSTART, an alternative education and training program. JOBSTART is designed to improve the economic prospects of young, disadvantaged high school dropouts. For a complete listing of all dropout interventions the WWC has reviewed, please visit this website:

<http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=06>

The WWC provides education consumers with high quality reviews of the effectiveness of educational interventions. As the WWC continues its work to connect educators with the tools needed to make informed decisions, please visit our website at

<http://www.whatworks.ed.gov/>

Links to relevant websites:

JOBSTART Intervention Report:
<http://ies.ed.gov/ncee/wwc/reports/dropout/jobstart/>

WWC Dropout Interventions:

<http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=06>

WWC:

<http://www.whatworks.ed.gov/>

Positive Behavior Management for Pre-school Educators

The South Dakota Department of Education and Special Education Programs will be sponsoring an Early Childhood Positive Behavior Management workshop. The workshop will be conducted in Sioux Falls on April 29, 2008 and in Rapid City on April 30, 2008.

The workshop is designed to provide General and Special Education Early Childhood Teachers/Staff with up-to-date research and resources with positive behavior management and supports in the classroom setting.

Presenter: Kathleen Beaudoin, Ph.D. is an associate professor of education at the University of Washington, Tacoma. She has been a classroom teacher, behavioral consultant, and teacher trainer for many years. Beaudoin's primary areas of expertise are in school wide and classroom management, and programming for students with severe behavior problems.

Topics will include:

- Structuring the environment for success
- Proactive teaching of positive behaviors
- Responding to problem behaviors
- Positive behavior intervention planning to address persistent and significant behavior problems

***Registration is required (limit to 75 per site).** Please register at:

<http://doe.sd.gov/PDregistration/index.asp>

***For more details regarding times and locations please visit:**

<http://www.southdakotapd.com>

If you have any questions, please contact Elizabeth.Gordon@state.sd.us or phone 605-773-4698.

SOUTH DAKOTA PARENT CONFERENCE

Please share this information with the parents in your school and encourage them to attend. The district could use Title I funds to pay travel expenses for parents of Title I students to attend the conference. Parents serving on Parent Advisory Councils might be particularly interested in the conference and bringing the information back to share with other parents at a fall parent night. Spread the word!

Partnerships with Families Create Success

August 15 and 16

Downtown Holiday Inn Sioux Falls

Key note speaker -- family and education expert Karen Mapp. Karen holds a doctorate from Harvard University and is the co-author of the book *Beyond the Bake Sale*

Special guest speaker Dr. Rick Melmer, Secretary, SD Department of Education

This conference will offer information, support, and resources to families on how to develop successful partnerships with schools to work together to improve student achievement.

Watch for more information about the conference and registration.

Kindergarten Academy 2008

Intentional Teaching

Theme:

As kindergarten teachers we must act with knowledge and purpose to make sure young children acquire the skills and understanding they need to succeed. Planful, intentional teachers keep in mind the key goals for children's learning and development in all domains by creating supportive environments, planning curriculum, and selecting from a variety of teaching strategies - those that best promote each child's thinking and skills.

Come and join Kim Hughes an educator of young children, their parents and caregivers, a NAEYC Governing Board member and former North Carolina Teacher of the Year. Kim will share how and when each type of learning (child-guided, adult-guided, or a combination) is most effective and what teachers can do to support it via the lens of kindergarten math and science.

Join other kindergarten teachers to engage in hands-on learning centers, activities, and discussions to make sense of how to bring "intentionality" to life in your kindergarten classroom.

When and Where:

The 2008 Summer Kindergarten Academy is scheduled for Monday and Tuesday June 23rd and June 24th, 8:30 AM to 4:30 PM daily (15 Clock hours for two days). The Academy will be held at the Bridges at Beresford (golf course), the same location as last year.

Schoolwide Conference

Monday September 29, 2008

To develop a schoolwide program a school must come to the schoolwide conference, complete a data retreat, and develop a plan during the 08-09 school year. Only those schools with 40% or greater poverty are eligible to become schoolwide programs.

School districts with an eligible Title I school in their district that would like to plan a schoolwide program are invited to attend the conference.

Individual Title I schools within a district are eligible if the building's low income percentage is 40% or greater. If attending the schoolwide conference to plan a schoolwide project for your school, each school is required to bring a team comprising of a minimum of four people. The team should include school administration, Title I teacher, classroom teachers, and other team members such as a school board member or parent.

For further information please contact Dawn Smith at dawnl.smith@state.sd.us or call 605-773-2535.

Enrollment:

Return the enrollment form no later than Friday, May 23rd, 2008. The registration fee will be \$115 per participant. Noon lunch and break time beverages are included in the registration fee. Additional resource materials may be available for purchase during the academy.

College Credit:

Participants will have the opportunity to enroll for a one-hour college credit through the University of South Dakota, but the participants do not have to take the academy for college credit. Cost will be approximately \$40 for the college credit in addition to the participant fee and will be billed by USD after registration. All college credit and criteria is subject to finalized approval by the Board of Regents.

Other Information:

Textbook:

The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning

Written by Ann S. Epstein
Published by NAEYC

Acknowledgement/Thank You To:

Diane Lowery, Director Title I Office, South Dakota Department of Education for the provision of funds to purchase the textbook for the Academy.

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**IRA's 53rd Annual
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- Networking opportunities, starting with the Welcoming Gala on Monday, May 5, at the Georgia Aquarium
- Great educational products at more than 1,000 exhibit booths
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Reading Research Conference on Saturday, May 3

Institutes, full-day themed meetings on Sunday, May 4

For more information visit the IRA website. <http://www.ira.org/>

Summer math packets get parents involved & reduce loss of key skills

All children have some learning loss over the summer. But studies consistently show that low-income students have a greater learning loss—and have a harder time catching up at the start of the next school year.

Summer learning packets in math can promote family involvement throughout the summer break. But when you are compiling the packets, don't just pull out all your unused math worksheets. Parents are more likely to use the activities if they are designed especially to promote family involvement.

Here are some tips on how to make a summer math learning packet a success:

- Focus on fun activities families can do with their kids to keep math skills sharp. One great collection of math activities is available at the Indiana Department of Education's Buddy Project website, www.buddyproject.org/jfy/teachers/articles/summer.asp.
- Include some activities that are easy for any parent to use. One example is a "Numbers on the Go" chart. Print the numbers from one to 100 on a chart. Challenge students and families to cross off the numbers as they find them. Remind them that numbers are sometimes spelled out—for example, "One-stop shopping!" "Two-for-one special."
- Don't wait until the last day to hand out the packet. Parents may not even empty the backpack until well into the summer. If you want parents to make summer learning a priority, send home the packet early. Make it a stand out—have students design a personalized cover for their own packets.

Resource: For a free downloadable "Numbers on the Go" chart, visit the Parent Institute website at

www.parentinstitute.com/isu/resources/numbers.pdf.

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South Dakota - Parent Information and Resource Center/ Parent Resource Network

Please be aware that the SD Parent Information and Resource Center/Parent Resource Network has a new URL. It is <http://www.sdpirc.org/content/sdprn/default.htm> Check out their website for lots of parent friendly information about NCLB.





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